

SYLLABUS

PSYCHOLOGY 320
 PSYCHOLOGICAL TESTS & MEASUREMENTS
 Spring 2006
 Email: buffardi@gmu.edu

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 OFFICE: D.King, ROOM 3072
 Office hours: Thurs. 1:30-2:30;
 F 10-11:30, or by appointment

TEXT: Anastasi & Urbina, Psychological Testing, 7th Edition
 OPTIONAL WORKBOOK: Urbina, Study guide,

<u>DATE</u>	<u>TOPIC</u>	<u>Anastasi & Urbina</u>
Jan 26	Statistical Concepts	1, 2, 3
Feb 2-9	Reliability	4
Feb 7	LAST DAY TO DROP Without tuition penalty	
Feb 16-23	Validity	5, 6
Mar 2	MIDTERM	
Mar 9	Stanford-Binet & Wechsler	8 (204-222)
Mar 16	SPRING BREAK !!	
Mar 23	Individual tests	9 (235-259) 12 (323-340)
Mar 30	Group tests/cross cultural/aptitude	10 11 12 (340-346) 9 (259-270) 17 Neisser et al. (1996) <u>Amer. Psych.</u> 51, 77-101
Apr.6	Interests and attitudes	14
Apr 13-20	Self-report inventories	13
Apr 27	Projectives	15
May 4	Social Implications of tests	18
May 11 (4:30-7:15 pm)	FINAL EXAM	

Course Requirements

1. Mid-term (40 pts) plus a Final (60 pts). Multiple choice with some short answer essays
2. Verbal presentation to class on test of your choice (10-15 minutes in length); OR participation in individual/group project (see sample topics below) OR research proposal. (up to 3 bonus points awarded). Due to time constraints, no more than 15 students can choose to do the verbal presentation. The presentation or project is a **Requirement**.—failure to complete this requirement will result in an Incomplete grade for the course
3. 10 pt. Lab quiz. (No make-up quiz given)
4. In-class Lab work--turned in at end of each lab session (12 pts)

5. Class participation (10 pts)

The course as a “LEARNING COMMUNITY”

This course is an opportunity for us to establish a genuine learning community where both faculty and students learn from each other’s knowledge and experience. Such communities imply a “social contract” between faculty and students. My view of this contract is as follows:

WHAT I OWE THE CLASS

- I promise to treat you with respect, carefully listening to your questions and comments
- I promise to come to class prepared, provide structure to the course and convey a willingness to work with you in helping you master the material
- I promise to develop tests that are fair (not necessarily “easy”!) and that reflect the material covered in class.
- I promise to try to relate the material to your own experience

WHAT THE CLASS OWES EACH OTHER AND THEMSELVES

- To treat the instructor and each other with respect
- To come to class prepared to discuss/reflect on the material
 - Stay current in the readings
- To extend reasonable effort to learn the material
 - Turn in assignments on time
 - Regularly access WebCT (but don’t let downloading the PowerPoint slides substitute for attending class!

Course Objective

The primary objective of this course is to enable the student to critically evaluate psychological tests, and thus gain a greater appreciation of the usefulness and limitations of testing. This will be done by providing:

- (a) a fuller understanding of the statistical concepts that underlie tests and test scores.
- (b) an in-depth treatment of selected "landmark" tests.
- (c) a survey of a number of other tests covering the full spectrum of testing.
- (d) sources of professional criticism.

Honor Code

In addition to the usual honor code regulations, it will be considered a violation of the honor code to obtain or give information about specific questions from exams that I have given in previous semester in this course. Consequently, you must return your corrected exams to me.

Grading System

Grades will be determined on the basis of performance on the mid-term (40 points), the final (60 points), the lab quiz (10 points), and the in-class lab work (12 points). Numerical grades on each test will be summed and converted to a letter grade. Feedback will be given so that students will know where they stand before going into the Final Exam.

In addition, Bonus Points may be earned in the following ways:

1. A separate Bonus Point Quiz (4 points) will be given in lab (This is a different quiz than the 10 point lab quiz).
2. The oral presentation is worth up to 3 additional bonus points (1 point for giving it on the assigned date, 1 point for it being well-organized, and 1 point for being well-delivered). To insure a responsible attitude, a 30 point penalty will be assessed if you fail to show for your presentation on the assigned date without giving me prior notice for rescheduling the presentation. Students choosing to substitute a project

or research proposal for the presentation can also receive a maximum of 3 bonus points, depending on the quality of the work. A 5-10 page paper describing the project/proposal is due on May 4.

3. Additional bonus points can be earned by participation in psychological experiments or attending relevant colloquia. Activities that qualify for extra credit will be announced in class. If you do not qualify or are otherwise unable to participate in announced experiments, extra credit may be earned by submitting a 1 page typewritten summary of a journal article relating to ability or personality measurement (1 summary = 1 pt.) No more than 2 extra points may be earned in these various ways (experiments, colloquia, journal summaries).

4. Two bonus points can be earned by suggesting a website that I actually use in class, other than the ones already planned (homearts.com, iqtest.com and queendom.com).

These Bonus Points will be added to your point total for the course. However, the numerical cutoffs for the various letter grades will remain unaffected by your bonus points. For example, if based on your mid-term, lab quiz, and lab assignments you are 2 points below a B and you earn 3 bonus points, you will go into the Final with a grade 1 point above a B.

Sample topics for individual/group projects

[Projects will typically involve the collection and analysis of individual difference data]

Develop & evaluate a scale measuring one aspect of your experience as a student, e.g.:

- satisfaction with GMU
- conflict between work & school commitments
- conflict between school & family commitment

Develop & validate a scale for a psychological construct or attitude (e.g. open-mindedness, sense of humor, sports trivia, sophisticated taste, cultural disadvantage, attitudes toward tatoos, etc.)

Evaluate the reliability and/or validity of a "test" that appears in the popular press (magazines, etc.) or the internet

Construct a "scrapbook" of mass media articles on "Psychological Testing in the News" & convert it into a multimedia presentation

If you are a student with a disability please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

Last day to add Feb. 7th.

Last day to drop Feb. 24th.

PSYC. 320 LAB SYLLABUS

Lab TA: Johnathan Nelson

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Demonstration Test/Transform scores	Jan. 23
Test-retest reliability	Jan.30
Kuder-Richardson reliability; split-half reliability	Feb. 6
<u>LAB QUIZ I-10pts</u> ; validity restricted range effect	Feb. 13
Sample SAT/correlation with GPA & “Secrets of the SAT” video	Feb. 20
Q & A review for mid-term	Feb. 27
Mid-term item analysis (read <u>Chap. 7, pp.172-186</u>)	Mar. 6
<u>BONUS POINT QUIZ-4 pts</u>	Mar. 20
Wonderlic/Ravens	Mar. 27
Develop Introv/Extrov items	Apr. 3
Self-report inventory	Apr. 10
Content Validity: I/E & GPP	Apr. 17
Empirical criterion keying/Cross-validation	Apr. 24
Internet tests/Question and Answer session	May 1